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ABSTRACT

The information that high school library media specialists in Georgia have about the Georgia Online Database (GOLD), interlibrary loan, and online access was investigated. This study also evaluated whether they have the funding for GOLD and related technology. A 45-item questionnaire was developed and sent to a stratified random sample of 128 public and private school library media specialists in Georgia. Seventy percent (89) responded. Of these, 93 percent do not participate in any formal interlibrary loan system with a published lending policy, but 94.2 percent felt that their students could benefit from formal interlibrary loans. Forty-four (50.6 percent) of the media specialists were familiar with GOLD, and 89.2 percent would like to learn more about how their media centers might become members. Almost all (97.7 percent) of the media centers have someone on staff with computer training, but only 34.5 percent actually have experience in online searching. Fifty-five percent feel that they have funding for GOLD, and 47 percent already have an online public access catalog or plan to purchase one within 3 years. GOLD would be feasible for half of the centers surveyed, with a potential for more. Eight tables present study findings, and four appendixes contain a Georgia map, the field test letter, the cover letter and questionnaire, and comments. (Contains 30 references.) (SLD)

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THE FEASIBILITY OF HIGH SCHOOL MEDIA CENTERS JOINING THE GEORGIA ONLINE DATABASE (GOLD)

by

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A SCHOLARLY STUDY

Presented in Partial Fulfillment of Requirements for
the Degree of Specialist in Education in the
Department of Curriculum and Instruction
in the College of Education
Georgia State University

Atlanta, Georgia
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ABSTRACT

FEASIBILITY OF HIGH SCHOOL MEDIA CENTERS JOINING THE GEORGIA ONLINE DATABASE (GOLD)

Linda Esslinger Morrell

Purpose

The purpose of this study was to determine whether high school library media specialists have information about the Georgia Online Database (GOLD), interlibrary loan, online access, and whether they have the funding for GOLD and related technology.

Methods and Procedures

A 45-item questionnaire was devised and sent to a stratified random sample of one third of the public and private high school library media specialists in the north, middle and south sections of Georgia. Frequency of responses and simple percentages were used to analyze the data.

Results

One hundred twenty-eight school library media specialists were sent surveys and 89 (70%) responded. Eighty (93%) of the media specialists do not participate in any formal interlibrary loan system with a published lending policy set by the libraries involved, but 81 (94.2%) felt that their students

could benefit from formal interlibrary loan (ILL). While 44 (50.6%) of the media specialists indicated they were familiar with GOLD, 74 (89.2%) would like to learn more about how their media centers might become members. Eighty six (97.7%) media centers have someone on staff with computer training, but only 30 (34.5%) actually have experience doing online searching. 44 (55%) media specialists feel that they have the funding for GOLD and 41 (47%) either already have an online public access catalog based on MARC records or plan to purchase one within three years.

Conclusions

GOLD would be feasible for half of the school library media centers surveyed with a possibility of more attaining this capability if funding becomes available for Online Public Access Catalogs based on MARC records and for other computer technology.

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CHAPTER 1

INTRODUCTION

Overview

Professional standards for school library media centers have frequently changed the direction of the profession. Because of the changes in education and the access to information which have occurred in recent years, the American Association of School Librarians (AASL) with the Association for Educational Communications and Technology (AECT) has published Information Power: Guidelines for School Library Media Programs (AASL and AECT, 1988). The second objective of the mission statement in Information Power is:

> **to provide physical access to information** through (a) a carefully selected and systematically organized collection of diverse learning resources, representing a wide range of subjects, levels of difficulty, communication formats, and technological delivery systems; (b) access to information and materials outside the library media center and the school building through such mechanisms as interlibrary loan, networking and other cooperative agreements, and online searching of

databases; and (c) providing instruction in the operation of equipment to use the information in any format (p. 1-2).

This objective essentially mandates practicing school media specialists to get involved in resource sharing. Yet, four years later in Georgia, only seven school media centers or school system media centers are members of the statewide database (Ostendorff, 1992).

The Georgia Online Database (GOLD) went online in 1988 with over six million Georgia holdings, replacing the Georgia Library Information Network (GLIN) which had coordinated interlibrary loans through a toll free WATS line predominantly for public and academic libraries. The Online Computer Library Center (OCLC) suggested that this database be formed using the records which Georgia members of the Southeastern Library Network (SOLINET) had entered in the system. The implementation of this makes GOLD a group access capability (GAC) through OCLC. Both full members of OCLC and selective users who are not full members can participate in interlibrary lending and union listing. The cataloging available to OCLC members is not available to these selective users. GOLD gives school media centers an inexpensive entre into the online interlibrary loan system as selective users, should they take advantage of it. This system also gives schools the capability, through tapeloading of records, of having a union

catalog of school library holdings without the expense of maintenance. School media centers with automated card catalogs using the MARC format can join GOLD (Georgia Online Database Procedures Manual).

Statement of the Problem

In her dissertation, Perceptions of High School Library Media Specialists Toward Interlibrary Loan (1992), Mitchell found five perceptions out of 33 that were considered significant by all school library media specialists. These were:

1. public libraries contain materials that are needed by high school students;
2. college libraries contain materials that are needed by high school students;
3. high school students benefit from ILL;
4. lack of knowledge of holdings of other libraries inhibits effective ILL; and
5. access to a statewide database makes ILL more feasible (p. 79).

Mitchell's survey responses were from high school media specialists in 45 states. Eleven of them were from Georgia; two were ILL participants and nine were not. If media specialists perceive that statewide database access makes ILL more feasible as Mitchell (1992) states, then a study of the

feasibility of Georgia high school library media centers joining GOLD would be useful to the media specialists in these facilities in making decisions about resource sharing. One factor which makes this study a timely one is the proliferation of online database searching in high schools in the last decade. Aversa and Mancall (1989) note that "...most of the retrieved citations from an online search will not be available in the school library media center..." (p.16). Decisions will have to be made about when to send a student to another site to retrieve materials and when to request the materials through interlibrary loan. Sending the student out is least costly for the media center but may be inconvenient or impossible for the student. Borrowing the item or requesting photocopies will have costs (Aversa and Mancall, 1989). The increase of online searching in high schools also has implications for interlibrary loan because its availability will create a need for the resources available through ILL. This study will survey the occurrence of online searching programs in Georgia high school media centers.

The fact that many high school media centers in Georgia are automating their card catalogs based on MARC records and converting their card catalogs to these more easily accessed systems should affect the feasibility of networking and resource sharing. These automation efforts will make tapeloading of records into the state database or some other network possible

at a lower cost than if a card catalog had to be converted at the time of tapeloading. This study will survey media centers for the presence of automated records in MARC format.

With shrinking school budgets and a lack of leadership at the state level in the area of resource sharing, cost and size of school budgets will be important factors to consider. Ballard (1985) feels that the "information explosion" is very "soft" evidence for spending millions of dollars on resource sharing. However, there is little support in the literature for his theory. Doan (1985) notes that funding factors can limit ILL participation as many school boards are not willing to spend limited funds on ILL. Ostendorff, GOLD Coordinator, (cited in Southeast Networks: Directory Plus, 1992) suggests that librarians begin educating their funding agencies to expect increases in search and telecommunications costs as the price of providing services in the 1990's and beyond. Ralph Russell, Director, Pullen Library, Georgia State University (cited in Mitchell, 1989) states that "You cannot keep information, and you can't keep people from it without paying a very high cost in several ways." He also predicts that the statewide database may increase interlibrary loan traffic rather than direct borrowing traffic, and he also considers GOLD a more cost-effective idea. As more school systems are turning to site based management or some modification of this practice, there will be opportunities

for these decisions to be made at the building level. The political factors involved in control of funds will be examined in this study.

Most of the literature supports the belief that ILL benefits students in their access to materials (Mitchell, 1992). Access Pennsylvania is one of the most successful models of a state database. Teachers there have found the quality of research papers improving and many students demonstrating a broader knowledge base of their research through using new sources of information to obtain divergent opinions about their topics (Epler, 1990).

Many factors contribute to the feasibility of high school media centers in Georgia joining GOLD. With the espoused advantages for students and teachers and the endorsement of the professional media organizations, it is important to know why more are not involved in ILL. Specifically this study will seek answers to the following questions:

1. Do school library media specialists have accurate, up to date information about GOLD, interlibrary loan, and the technical aspects of accessing bibliographic utilities electronically?
2. Do school library media specialists perceive they have the funding to cover library automation, initial and ongoing costs of GOLD, and related costs of technology?

Significance of the Study

This study provides information about both formal and informal interlibrary loan networks in Georgia high school media centers and factors which influence decisions to join the Georgia Online Database (GOLD). Durand (1985) studied research habits of high school students in seven Georgia schools and found that in six of the seven high schools a majority of the students used other libraries in addition to the school library to locate information. Durand suggested that studies be done of library networks, describing financial benefits, costs and unexpected handicaps existing for participating libraries. Since Mitchell (1992) found that media specialists who participate in ILL have more positive perceptions than media specialists who do not participate, her indication of a need for nonparticipants to reconsider membership in statewide networks suggests that a feasibility study would be of value. A study could give those involved in making decisions about accessing information beyond the walls of their schools useful data to help determine the feasibility of joining GOLD as a vehicle for interlibrary loan and other collection expanding services.

Assumptions and Limitations

This study is delimited to information determining the feasibility of high school media centers in Georgia joining the statewide database, GOLD.

Definition of Terms

GOLD - An acronym for the Georgia Online Database, a group access capability (GAC) of OCLC used for interlibrary lending and union listing (Georgia Online Database Procedures Manual, p. 2).

Interlibrary Loan (ILL)

Formal - Transaction of material between libraries in accordance with the published lending policy set by libraries involved (Eberhart, 1991, p. 259 cited in Mitchell, 1992).

Informal - Transaction in which, upon request, one library lends an item from its collection, or furnishes a copy of the item, to another library not under the same administration or on the same campus (ALA Glossary, 1983, p. 121).

MARC Records - Machine readable catalog records which conform to a national standard for communication of bibliographic information, established and used by the Library of Congress (Costa, 1986, p. 225).

OCLC - Online Computer Library Center, Inc., a nonprofit membership organization offering computer-based services to libraries and other educational organizations. OCLC provides services in cataloging, communications and access, retrospective conversion, resource sharing, and reference (Mitchell, 1992, p.21).

Soline - The Southeastern Library Information Network, a group access capability (GAC) of OCLC, including libraries in eight southern states. It includes the selective users holdings and union list holdings for participating libraries from all of these states (Georgia Online Database procedures manual, p.2).

CHAPTER 2

REVIEW OF THE LITERATURE

A number of states have successfully established formal databases for interlibrary loan and union listing of records accessible by all types of libraries. These databases fall into two main categories, those which are networked through one of the three major bibliographic utilities, OCLC, RLIN, and WLN; and those which have their own proprietary system. This chapter reviews the literature on these systems with emphasis on the feasibility of membership for school library media centers. Information on the various interlibrary loan factors affecting feasibility is reviewed here.

History and Background

Much research has been done and much literature published on the subject of interlibrary loan. Networks of libraries have long existed for the purpose of resource sharing. Mitchell (1992) found that school libraries have traditionally been excluded from these networks and have not realized benefits from sharing resources with other types of libraries. However, the National Commission on Libraries and Information Science in 1975 changed this with a recommendation that equal access to information be made available to all,

including children and young people. School media centers could function as lenders as well as borrowers in these networks because schools have unique professional materials, audiovisual items and instructional equipment available which are not usually found in public and special libraries (Mitchell,1992).

The standards in Information Power: Guidelines for School Library Media Programs, produced in 1988, were inspired by the developing educational environment and expansion of technology, representing the best thinking of leaders in the profession. With a trend toward going beyond the classroom for learning experiences, educators have turned to the school media center for expansion of learning experiences. Information Power mandates the linking of these centers with other libraries, media centers, and information agencies outside the school. Membership in a network helps in the teaching and learning experience by producing materials unavailable locally, and a network also models for students the fact that one source of information is not enough for learning or decision making (Barron and Bergen, 1992). Though Information Power has been widely disseminated in Georgia and discussed at professional gatherings, the interlibrary loan capabilities of the majority of school library media centers have not been realized in the ensuing years, perhaps because as Nolan (cited in Mitchell, 1989) says,

> we have not been given a common starting point and common structure in the process of automating the school media centers--not just for management procedures and retrieval of materials in our own collections, but also the sharing of other information extremely valuable to the educational community (p.5).

In a discussion of school library involvement in interlibrary loan with the establishment of GOLD, public library director Steve Schaefer (cited in Mitchell, 1989) urged media specialists to unify, to look at the bibliographic utilities, to standardize records in machine readable form, and to educate the decision makers in the state about the needs of school media centers. He advocated pointing at gains of the public libraries and enlisting the help of these librarians. He also suggested that the schools pay for the records conversion and then go to the Department of Education (DOE) for help with the rest of the project. Through the recommendations of the Williams Commission, according to Ostendorff (1992) the Department of Education paid for tapeloading of MARC records of the public libraries. However, budget cuts and cuts in personnel have left little support for the school media centers at the DOE, and there has been no publicized effort to petition DOE on behalf of the school media centers at this writing.

On the other hand, there have been success stories such as the one told by Williams (1991) where schools have become GOLD users through their public libraries. The Wheeler County High School's 1991 Georgia History Day team came in second in national competition after locating 75 of their required 83 resources through interlibrary loan at the Oconee Regional Library (p.111). For library patrons in rural areas who must drive many miles to the nearest public library or bookstore, interlibrary loan fills a critical need. However, not all public libraries are willing or able to support the schools in this way. Some do not have MARC based catalogs and therefore must do ILL the old fashioned way, which is more labor intensive and slow. In some parts of the state the schools have automated and the public libraries have not, many relying on microform catalogs.

State Library Databases

Weaver (1990), state librarian of New Jersey, acknowledges the real lack of knowledge even among librarians about state libraries, perhaps because there are only fifty of them and they have various names and very different responsibilities. She mentions that there are only a few states where the state library has responsibility for development of school libraries (p. 29). It is significant that three of these- Pennsylvania, Illinois, and New York have developed formal, proprietary, and very successful networks which include the

schools. Weaver (1990) feels that as libraries become more interconnected through automated networks, there will be a greater need for an overall coordinating body working with all types of libraries and that this body should be the state library (p. 29). School library development, usually out of the scope of the state library, is frequently buried within the structure of the state department of education where it receives little attention. There is a feeling that funding for school materials and staff is a local responsibility. Federal funds disappeared with the passage of the Education Consolidation and Improvement Act which eliminated categorical aid for school libraries. Public libraries have received state aid in many places but schools have not (Weaver, 1990). Georgia school libraries do receive small amounts of funds from the state for library books and audiovisual items, but only in 1992-93 was computer software approved for purchase.

A unique state database is found in Kansas. Before establishing KICNET, an interlibrary loan electronic mail WAN, the Kansas state library conducted a national survey of interlibrary loan networks (Flanders, 1991). They found that,

> few states have a formal statewide interlibrary loan network; rather, most employ a mixture of systems, almost always including OCLC,

telefacsimile (fax), and mailed forms...We determined that OCLC Group Access Capabilities (GAC) was the most costly approach... In the final analysis, private e-mail systems appeared to display the highest degree of functionality for the cost (Flanders, 1987).

In Wisconsin, Moore (1987) of the Wisconsin Interlibrary Services ILL network Interlibrary Services ILL network found an electronic bulletin board to be the cheapest, easiest, and quickest way to process requests (p. 66).

In Georgia in the late 80's the leadership at the state library began exploring new options when their resource sharing system of the 70's became too cumbersome and expensive to maintain (Forsee, 1992). With input from public library directors, academic library representatives, and old network (GLIN) members the Division of Public Library Services decided on GOLD, a part of the Solinet GAC.

One of the states using a mixture of systems which they call a "hybrid" structure is Arizona. The state library did a comprehensive feasibility study in which Griffiths and King (1990) report a number of interesting facts. They note that,

> the trend in the evolution of statewide interlibrary loan networks has been from centralized structures to fairly rigid hierarchal structures and, today, is moving towards fully decentralized structures. The main

problem faced by most states is that not all libraries are ready for the decentralized structure. Consequently, while a fully decentralized approach may be a long term goal for development, most states end up with (whether they planned it or not) some form of hybrid structure(p. 65).

The advantage of the OCLC/GAC approach is the integration of database access and interlibrary loan request placement in a single system. Furthermore, it is an approach which builds upon a considerable investment made by some of the libraries in the State to place their holdings into the OCLC database (p. 69).

Feasibility

In 1990 School Library Journal conducted a study of subscribers on a variety of types of expenditures for public and private school library resources. In this study 850 responses were tallied, covering expenditures for the 1989-90 school year. The study collected information on resource sharing and network participation by school library media centers. The study revealed that 12% of the high schools surveyed had added money for interlibrary loan and 68% were network members. Of the ILLs 31% lent more than they borrowed and 59% borrowed more than they lent, 3% broke even, and 7% had no transactions. Sources of materials for students were public libraries 74%,

district 50%, regional 37%, state 34%, academic 33%, commercial 17%, information agencies 20%, special libraries 11%, and none 8% (Miller and Shontz, 1991). This study indicates that high school libraries in the United States are participating in interlibrary loan with a variety of types of institutions.

In Skagit County, Washington, where average fill rates for periodicals requested by high school students were about 50%, a FAX project funded through Title III of the Federal Library Services and Construction Act increased that to 95%. These funds are designed for cooperative projects benefiting a mix of types of facilities, including school, special, public, and academic libraries (Jones, 1991).

White (1987) suggests that we get rid of the term interlibrary loan especially for periodicals. He claims the term is inaccurate because we do not loan these items; we make photocopies. Even in the case of books the real decision is between permanent and temporary acquisition of the item. If we buy the item we pay more initially, but if we borrow it repeatedly the costs become equal. Fair use guidelines dictate that we must immediately purchase items that we borrow enough to endanger the fair use criteria. Accurate statistics should show us when we should purchase rather than borrow (White, 1987).

Mackey reveals that at the Spartanburg County Public Library in South Carolina ILL transactions have increased from 697 in 1983 to 2,086 in 1988. He notes that requests are rarely duplicated, only seven times in 1988. He feels that ILL statistics should not be used to pinpoint specific titles for purchase, but rather statistics should be used to highlight portions of the collection where improvements are needed (Mackey, 1989).

Mackey (1989) agrees with White (1987) that we place an inordinate value on ownership as opposed to access and that libraries must budget in the importance of the ILL process. He says

> As more and more libraries charge for lending, it will not be sufficient to simply pass those charges on to those 2,086 patrons either, for such a policy will hamper their access to information, a commodity ALA has called the "Currency of Freedom." Temporary acquisitions should be brought out of its hazy limbo, allocated a budget and charged with the responsibility of reporting success and failure...
>
> For I submit that the research of the past two decades illustrates that interlibrary loan has matured beyond the point of being a mere adjunct and is an integral and vital portion of collection development in academic and public libraries (Mackey, 1989).

While school media centers are latecomers to the ILL arrangements, the feasibility issues here apply to all types of libraries.

While much of the literature supports the concept of free interlibrary loan, there is movement on the part of some libraries to pass ILL charges on to the patron. Budd, Zink, and Voyles (1991) did a study of ILL activity at the University of Arizona and the University of Nevada and found that a minority of users had to pay charges, with science-related disciplines represented among those bearing the heaviest charges. Their rather unique suggestion for dividing the costs among all users was to charge a per page fee equal to the fee incurred when locating an article and paying to photocopy. This would fairly distribute the cost burden (Budd, Zink, Voyles, 1991).

Budd, Zink, and Voyles (1991) also note that, "In recent years, the realization that interlibrary loan represents a substantial cost to libraries has spawned a number of state and consortia networks that make efforts to control interlibrary lending costs or to compensate net lenders" (Budd, Zink, and Voyles 1991). This may have implications for GOLD as average ILL fees quoted in the GOLD literature are much less than those quoted in much of the library literature.

According to Miller (1993) the growing number of sources of electronic information make it impossible for one library to own all that is

available. The media specialist must decide which information will reside at the library and which will be accessed from information networks. Making decisions about what lives in the media center

> involves looking at the information demands of the library's constituency, and understanding what information must be delivered instantaneously, vs. that which can be delivered in a minute, an hour, or a day. This shopping list must then be compared with the relative costs of storing the data locally, vs. accessing it through a network, interlibrary loan, or traditional online services (Miller, 1993).

Cooper (1993) notes that school and public libraries have lagged behind academic libraries in cataloging their holdings in MARC format because of the expense involved. However, because of the advent of some less expensive CD ROM utilities such as Bibliofile, these smaller institutions will be able to afford MARC records and can download their records into GOLD, thus increasing participation in GOLD. There is also a possibility of state and federal funds for tapeloading in the future (Cooper, 1993).

In looking at the impact of technology on future networking in Georgia Cooper (1993) emphasizes that

> as public and school librarians become more sophisticated in their use of technology, resource sharing will no longer be limited to large

academic or public libraries, but smaller libraries will become an integral part of networking activity in Georgia.

Technology also will lead toward the concept of an "Open Library" in which information is available from all libraries to all libraries -- regardless of where a patron's point of access happens to be. Libraries will become more "interchangeable" as their databases become more standardized (Cooper, 1993).

CHAPTER 3

METHODOLOGY AND PROCEDURES

The purpose of this study was to determine the feasibility of high school media centers joining the Georgia Online Database (GOLD). This was a descriptive study using a questionnaire survey methodology. The study contains a review of the research literature from 1985 to the present. The questionnaire was designed by the researcher and mailed to high school media specialists throughout the state of Georgia.

Population

The population was represented by public and private high school media specialists in the state of Georgia. The public high school media specialists were selected by using the directory 1992 Georgia Public Education (Georgia Department of Education, 1991). One third of the schools were selected by a stratified random sampling. The state was divided horizontally into three sections (see Appendix A): north (53 schools in 53 counties), middle (33 schools in 60 counties), and south (17 schools in 46 counties). Every third high school was selected within each area for a total of 103 public schools.

The sampling frame for the private schools included those schools PK-12 with an enrollment of 400 or more students and high schools with an enrollment of 70 or more students. According to the Georgia CIC State Directory, 1992-93, 51 schools met the sampling criteria. For this study, every other school was selected for a random sampling of 25 private schools.

Instrumentation

An original questionnaire was designed for use in this study. The instrument consisted of 31 questions. The questions were composed to specifically address the research questions posed in the study. A predominantly yes/no format with blanks for check marks was used for simplicity and quick response.

Questions 1 through 13 under part 1 address the first research question which asks whether school library media specialists have accurate, up to date information about GOLD and interlibrary loan. Questions 1 through 5 under part 3 address the part of the first research question concerning the knowledge which school library media specialists have about the technical aspects of accessing bibliographic utilities electronically.

Questions 1 through 15 under part 2 address the second research question which asks whether media specialists perceive they have funding to

cover library automation, initial and ongoing costs of GOLD, and related costs of technology. Questions 1 through 3 under part 4 ask for demographic data.

The instrument was validated in several ways. It was read and critiqued by the media specialists in the ELMT 885 Advanced Research class. Changes were made incorporating their suggestions. The instrument was reviewed by a consultant in the research department at Georgia State University who suggested additional changes. A field study was conducted with 3 high school media specialists in Cobb County and their responses were positive. The cover letter and questionnaire were then evaluated by the instructor of the graduate research class. After several revisions, the questionnaire and cover letter were declared to be valid.

Data Collection

The survey instrument and a cover letter (see Appendix C) were sent to the sample high schools to the attention of the media specialist on January 6, 1993. The target date for their return was January 18, 1993. A follow up postcard was sent on January 22 to the nonrespondents. The survey instruments were each assigned a number in the upper right hand corner to maintain confidentiality and to simplify tabulation of the returns allowing identification of respondents.

Data Analysis

After the completed questionnaires were returned, they were taken to the Georgia State University Research Department and, with the help of a consultant, a format for entering data into the computer at the Georgia State Computer Center was determined. All missing data were assumed to be random so that no systematic bias was introduced.

The survey responses were coded and, using the Statistical Package in Social Science software package, the data were tabulated and analyzed. From the printouts of statistical data, simple percentages and frequency counts were tabulated into tables to present the findings of the research and draw conclusions. Descriptive statistics were applied and evaluated to the objectives of this study.

CHAPTER 4

RESULTS

The purpose of this study was to determine the feasibility of high school media centers' membership in the Georgia Online Database (GOLD). Media specialists were asked to respond to questions which measured their knowledge and expertise with electronic interlibrary loan. Their perception of affordability of GOLD for their media centers was also evaluated. Questionnaires were sent to 128 high school library media specialists in public and private schools throughout the state of Georgia. Eighty nine (70%) of the library media specialists responded. One survey was discarded because the media specialist responded that her private academy did not have a media center of its own but used the nearby college library, resulting in 88 usable returns.

Research Question 1

Do school library media specialists have accurate, up to date information about GOLD, interlibrary loan, and the technical aspects of

accessing bibliographic utilities electronically? Survey questions one through 13 under part 1 related to research question 1.

Of the survey respondents 80 (93%) indicated that they did not participate in any type of formal interlibrary loan system with a published lending policy set by the libraries involved. Eighty one respondents (94.2%) felt that their students could benefit from formal interlibrary loan (Table 1).

Table 1

Formal Interlibrary Loan

Survey Question	Number	Answer	Frequency	Percent
Participate in Formal ILL?	86	Yes	6	7.0
		No	80	93.0
Full Member of OCLC?	87	Yes	3	3.4
		No	84	96.6
Member of GOLD?	87	Yes	3	3.4
		No	84	96.6
Could students benefit from formal ILL?	86	Yes	81	94.2
		No	5	5.8

Fifty nine respondents (67.8%) indicated that their media center does participate in some type of informal interlibrary loan system (Table 2).

Table 2

Informal Interlibrary Loan

Survey Question	Number	Answer	Frequency	Percent
Participates in	87	Yes	59	67.8
Informal ILL?		No	28	32.2
Need Unavailable	87	Yes	74	85.1
Periodicals?		No	13	14.9
Have enough	84	Yes	13	15.5
Resources?		No	71	84.5
Informal ILL	81	Yes	41	50.6
is enough?		No	40	49.4

While 44 respondents (50.6%) replied that they were familiar with GOLD, 74 (89.2%) said they would like to learn more about how their media centers might become GOLD members (Table 3).

Table 3

Knowledge of GOLD

Survey Question	Number	Answer	Frequency	Percent
Familiar with GOLD?	87	Yes	44	50.6
		No	43	49.4
Interested in learning more	83	Yes	74	89.2
about GOLD membership?		No	9	10.8

Part 3 of the survey also related to research question 1. These questions were designed to evaluate the ability of media staffs to access bibliographic utilities with personal computers equipped with modems. All but two of the respondents (97.7%) have at least one staff member with personal computer training. Thirty respondents (34.5%) have actual experience online in searching databases. Twenty respondents (23%) indicated they were members of GC EduNET (Table 4).

Research Question 2

Do school library media specialists perceive that they have the funding to cover library automation, initial and ongoing costs of GOLD, and related costs of technology? Part 2, questions 1 through 15, related to research question 2.

Table 4

Electronic Access

Survey Questions	Number	Answers	Frequency	Percent
Coursework on	88	Yes	86	97.7
Computers?		No	2	2.3
Do Online Searching?	87	Yes	30	34.5
		No	57	65.5
Familiar with EduNET?	88	Yes	64	72.7
		No	24	27.3
Member of GC	87	Yes	20	23.0
EduNET?		No	67	77.0

Forty four (55%) responded that startup costs for GOLD would not be prohibitive for the media center. Of the 34 media specialists who responded with an actual amount which could be budgeted yearly for GOLD, 16 (47.1%) responded with $100-200 (Table 5). Question three asked for the approximate media center budget for the school year 1991-92. Seventy eight respondents

revealed their approximate media center budget amounts for 1991-92 ranging from 0 to $74,000 with a mean of $14,999.65.

Table 5

Yearly Budget for GOLD

Yearly Amount	No. Responses	Frequency	Percent
$100-200	34	16	47.1
201-300	34	8	23.5
301-400	34	4	11.8
401-501	34	5	14.7
Over 500	34	1	2.9

Online public access catalogs are a feasibility factor for GOLD because new media center records must be tapeloaded into the GOLD database as a requirement of membership; these records must be in MARC format. Twenty six respondents of the 87 (29.9%) said they had an OPAC based on MARC records. Fifteen more (26.3%) of the 57 indicated they have plans to purchase an OPAC within three years (Table 6).

Table 6

Online Public Access Catalog

Survey Question	Number	Answer	Frequency	Percent
Have OPAC?	87	Yes	26	29.9
		No	61	70.1
OPAC Purchase Planned?	57	Yes	15	26.3
		No	42	73.7
No = Lack of Funds?	44	Yes	33	75.0
		No	11	25.0

Questions 7 through 11 of part 2 asked whether the high school media centers surveyed have or plan to purchase a telephone, an operational modem, and a fax machine. All of this hardware would be necessary to access GOLD. Eighty one (92%) indicated they have a telephone in the media center. 40 (45.5%) already have a modem as well (Table 7).

Table 7

Communications Hardware

Survey Question	Number	Answer	Frequency	Percent
Have Telephone?	88	Yes	81	92.0
		No	7	8.0
Have Modem?	88	Yes	40	45.5
		No	48	54.5
Plan to purchase	45	Yes	31	68.9
Modem?		No	14	31.1
Have Fax?	88	Yes	43	48.9
		No	45	51.1
Plan to purchase	41	Yes	10	24.4
Fax?		No	31	75.6

Questions 12, 13, and 14 of part two concern the presence of a CD ROM magazine index with full text of some magazines either on CD or on some type of microform. Ownership of this index would affect feasibility of GOLD, not only because of the presence of a database of periodicals for ILL,

but because of the presence of the CD ROM hardware which could accommodate GOLD updates in that format. Forty three respondents or 50.6% indicated they already had a CD ROM magazine index. 18 (56.3%) of the 32 who answered question 14 said they planned a purchase within three years (Table 8).

Table 8

CD-ROM Periodical Index

Survey Question	Number	Answer	Frequency	Percent
Have CD ROM Magazine Index?	85	Yes	43	50.6
		No	42	49.4
Have Full Text on CD ROM?	47	Yes	27	57.4
		No	20	42.6
Have Full Text on Microform?	47	Yes	35	39.8
		No	12	13.6
Plan to Purchase CD Magazine Index?	32	Yes	18	56.3
		No	14	43.8

In response to the question asking who makes decisions about purchasing technology for the library media center 67 (76.1%) answered that one or more media specialists were involved in making these decisions. Next in frequency of involvement in technology decision making were principals with 49 (55.7%) yes responses, followed by media coordinators with 67 (53.4%).

Of the 88 survey respondents, 28 (31.8%) indicated their schools were located in a suburb of a large city. Twenty seven (30.7%) were from schools located in rural areas with populations under 15,000. Large city (population over 100,000) responses were 16 (18.2%) and small to medium sized city (population 15,000-100,000) responses were 17 (19.3%). Enrollments of these schools ranged from 150 to 2,100 with a mean of 1,061.

Two respondents obliterated the identifying number on their survey leaving 86 surveys which could be categorized as coming from public schools in either the north, middle, or south sections of Georgia or coming from private schools anywhere in the state. Forty (48.5%) public school surveys came from the north sector, 21 (24.4%) surveys came from the middle sector, and 13 (15.1%) came from the south sector. There were 12 (14.0%) private school responses.

Of the 44 respondents who answered costs for GOLD would not be prohibitive for their library media centers 43 could be identified by location. Nineteen (44.1%) were from public schools in the north sector, 13 (30.2%) were from the middle sector, and 5 (11.6%) were from the south sector of the state. Six (13.9%) of the 43 positive responses came from private schools.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

Findings

The purpose of this study was to determine whether school library media specialists have information about the Georgia Online Database (GOLD), interlibrary loan, online access, and whether they have the funding for GOLD and related technology.

The findings for research question one were mixed. Although the number of media specialists who said they were familiar with GOLD was about the same as those who were unfamiliar, a large percentage said they would like to learn more about how to become GOLD members.

Few school library media specialists participate in any type of formal interlibrary loan. However, a majority of media specialists indicated that they participated in informal interlibrary loan, revealing some knowledge of the ILL process. Furthermore, almost all media specialists felt their students would benefit from formal interlibrary loan.

Almost all media specialists indicated that they or someone on their media center staff had computer training; however, only about a third of those

surveyed perform online searches and less than half have a modem or a fax machine. Less than one-fourth belong to GC EDUNET, the free educational state network where some GOLD databases can be accessed by modem.

Research question two findings revealed that more than half of the media specialists surveyed perceived that costs for GOLD would not be prohibitive, and slightly less than half either have an online public access catalog based on MARC records or have plans to purchase one within three years. Less than half of the media specialists currently have a modem. Combining the media centers with modems with those planning to purchase one within three years yields a significant percentage of schools which will eventually have a modem. However, only slightly over half of the media specialists think they will have access to a fax machine in three years.

Well over half of those surveyed either have a magazine index on CD ROM or plan to purchase one within three years.

Discussion

Because a large percentage of media specialists want to learn more about GOLD, a need for more dissemination of information about GOLD and membership requirements exists. While some information has been disseminated to school library media specialists, this study indicates that more information about the usefulness of GOLD would be welcome. As the

Division of Public Library Services (DPLS), Georgia's state library, continues to upgrade GOLD capabilities, information could be shared with school library media specialists. Ostendorff (cited in Southeast Networks: Directory Plus, 1992) has explained the various criteria, requirements, and responsibilities of GOLD membership very succinctly. A reprint of this article could be helpful to school library media specialists considering GOLD membership.

A lack of experience using online databases indicates that a significant number of media specialists would need additional training in order to access GOLD electronically. One of the responsibilities of GOLD membership listed by Ostendorff (cited in Southeast Networks: Directory Plus, 1992) is "All staff members involved in the ILL process shall be properly trained". She also states

> Each year, DPLS offers at least twelve workshops on ILL; the GOLD Serials Committee conducts two to five union listing workshops each year. All workshops are free of charge and are held at various locations throughout the state. The Gold Annual Membership Meeting provides programs of relevance to members. The 1992 meeting highlighted cooperative library efforts being done in various parts of the state. The 1993 meeting will focus on use of the Internet, and

Georgia's local affiliate, Peachnet (Ostendorff, cited in Southeast Networks: Directory Plus, 1992).

Georgia College's EduNET is adding GOLD information in collaboration with the Division of Public Library Services according to Forsee (1992). He describes EduNET as

> an electronic bulletin board with many additional possible uses. Besides enabling libraries to communicate with each other through the use of E-mail, EduNET allows GOLD members to have access to standard information pertaining to GOLD, notices of meetings, and technical information pertaining to the database, and other library related information.
>
> EduNET is free to its users and is available through Peachnet, the academic community's communication network... EduNET is an education-related database; department of education staff, teachers, and students are welcome to dial into it at no cost. Detailed instructions for using EduNET are available from DPLS (Forsee, 1992).

While GOLD members have been able to take advantage of the free training available, there is basic knowledge of computers and their applications which Ostendorff (cited in Southeast Networks: Directory Plus, 1992) has found many public and academic librarians lack as technology becomes an

increasingly major part of library service. The fact that school library media specialists indicate that a large number of schools have at least one member of the media staff with coursework on personal computers could mean that this basic knowledge exists there.

The finding that slightly less than half of the media centers have online public access catalogs based on MARC records is important because GOLD members must be able to tapeload MARC records into the database. Members must load at least annually their current holdings beginning with items purchased the previous year (Ostendorff, 1992). Ostendorff (1992) says that experience has shown that most ILL items requested through GOLD have recent copyright dates. Loading only the most recent records decreases the cost of tapeloading for member libraries.

Since a large portion of ILL involves the faxing of periodical articles, a negative feasibility factor exists with the finding that only slightly over half of the school library media centers have or will have a fax machine. However, one media specialist commented that students in her school were not willing to wait for ILL materials (See Appendix 3), thereby indicating that there may be a lack of consideration of the role that fax can play in the process. Articles can be faxed quickly with very little waiting for the student. Perhaps the fact that fax machines are not plentiful in the schools surveyed

contributes to this lack of understanding. Fax machines are not a major purchase and once phone lines and modems are in place in school media centers, fax capability could easily follow.

Because CD-ROM hardware is in place in well over half of the media centers surveyed, these schools have the capability for the GOLD Union List of Serials to be accessed offline. This access would be an important and inexpensive tool for media specialists to use in the ILL of serials. Coupled with the use of fax for the speedy transmittal of articles, this tool could be extremely useful to students in their research. According to Cooper (1993), this product will be available to GOLD member libraries by March 1993. This first version was produced using OCLC's Sharepac product (Southeast Networks: Directory Plus, 1992).

While comments from those surveyed (See Appendix C) revealed a lack of knowledge of school or district technology plans, only a few media specialists said that their school or district had a plan which included a commitment to resource sharing. However, more than three fourths of those surveyed said that one or more media specialists make decisions about technology purchases. This finding would indicate that although resource sharing is not included in these plans, media specialists have a part in the decision making process. There is an indication from the comments of

respondents that those formulating technology plans do not necessarily consult media specialists since the contents of these plans are not known.

The literature supports the concept of media centers without walls, and media specialists indicated a need for resource sharing and a willingness to share resources. Mitchell (1993) describes the "21st century media program" in Carollton, Georgia as one "incorporating CD-ROM, laser disc, multimedia, fiber optic and computer technology. Once needed materials are identified through these methods, the crucial step of accessing items is accomplished through interlibrary loan" (Mitchell, 1993). While most of the media specialists do not participate in a formal interlibrary loan arrangement as Mitchell does, they are interested in knowing more about GOLD and approximately half of them have the technology in place to make GOLD feasible.

If federal and state funds become available for tapeloading of records as Cooper (1993) suggests, then more media centers could overcome their main ILL stumbling block, a lack of funding. According to Ostendorff (1992), because of budget cuts at the Georgia Department of Education, school library media centers were not given the same support as public libraries in tapeloading of records. However, as Cooper (1993) mentions, low cost bibliographic utilities have enabled some school library media centers to create

MARC records with local funds. The results are evident in the number of media specialists who have online public access catalogs or plan to purchase one within three years. GOLD is feasible for these media centers.

Future studies could explore the possibilities for other funding sources of tapeloading for library media centers who wish to join GOLD, examine the political climate in the state and its effect on state DOE technology support for school media centers, survey book budgets and knowledge network budgets to determine the effects of technology on book ownership, or compare various methods of converting library media center records to MARC format for costs and reliability.

Applications

The next steps for the school library media centers for whom GOLD is feasible include getting more information, joining GOLD, receiving training, and planning for tapeloading of MARC records. There also needs to be a desire on the part of the library media specialist to add ILL to her "to do" list because of its value to students performing research. Some media specialists may not be willing to add ILL, perhaps because they have not seen the value of the process.

In absence of leadership from the state DOE, those professionals in the state who are committed to resource sharing and GOLD will need to continue

to write about, talk about, and push for the involvement of school library media centers throughout the state. However, until significant numbers of media centers become GOLD members and these media specialists spread the word of its usefulness to their colleagues around the state, GOLD and ILL will be just another public and academic library process deemed too expensive and difficult for schools.

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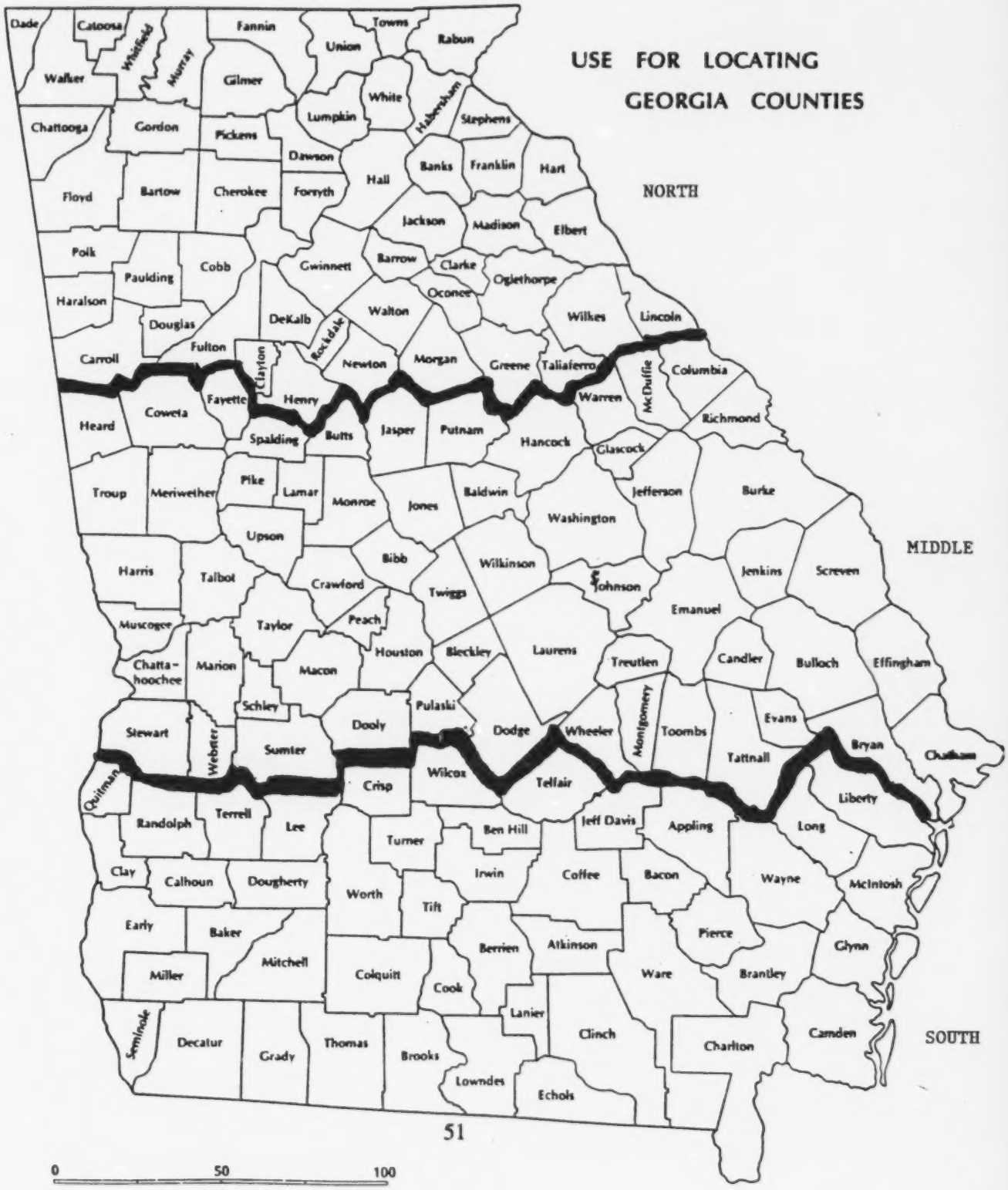
Appendix A

Map


USE FOR LOCATING
GEORGIA COUNTIES
NORTH
MIDDLE
SOUTH
Dade
Catoosa
Whitfield
Murray
Walker
Fannin
Union
Towns
Rabun
Gilmer
White
Habersham
Stephens
Lumpkin
Chattooga
Gordon
Pickens
Dawson
Hall
Banks
Franklin
Hart
Floyd
Bartow
Cherokee
Forsyth
Jackson
Madison
Elbert
Polk
Paulding
Cobb
Gwinnett
Barrow
Clarke
Oglethorpe
Haralson
Douglas
DeKalb
Rockdale
Oconee
Walton
Wilkes
Lincoln
Carroll
Fulton
Clayton
Newton
Morgan
Greene
Taliaferro
McDuffie
Columbia
Fayette
Henry
Warren
Heard
Coweta
Spalding
Butts
Jasper
Putnam
Hancock
Glascock
Richmond
Troup
Meriwether
Pike
Lamar
Monroe
Jones
Baldwin
Jefferson
Burke
Washington
Upson
Harris
Talbot
Crawford
Bibb
Wilkinson
Johnson
Jenkins
Screven
Twiggs
Emanuel
Muscogee
Taylor
Peach
Houston
Bleckley
Laurens
Treutlen
Candler
Bulloch
Effingham
Chatta-
hoochee
Marion
Macon
Schley
Pulaski
Dodge
Wheeler
Montgomery
Toombs
Evans
Tattnall
Bryan
Chatham
Stewart
Webster
Sumter
Dooly
Wilcox
Telfair
Quitman
Crisp
Liberty
Randolph
Terrell
Lee
Turner
Ben Hill
Jeff Davis
Appling
Long
Clay
Calhoun
Dougherty
Worth
Irwin
Coffee
Bacon
Wayne
McIntosh
Early
Baker
Tift
Berrien
Atkinson
Pierce
Glynn
Miller
Mitchell
Colquitt
Cook
Ware
Brantley
Seminole
Decatur
Grady
Thomas
Brooks
Lanier
Clinch
Charlton
Camden
Lowndes
Echols
51
0
50
100
miles

Appendix B

Field Test Letter

December 8, 1992

Dear Media Specialist:

I am conducting a study on the feasibility of high school media centers joining the Georgia Online Database (GOLD) as part of my education specialist degree program at Georgia State University. I have designed a questionnaire to use in the study. Questions that this study will attempt to answer are:

1. Do school library media specialists have accurate, up to date information about GOLD, interlibrary loan, and the technical aspects of accessing bibliographic utilities electronically?
2. Do school library media specialists perceive that they have the funding to cover library automation, initial and ongoing costs of GOLD, and related costs of technology?

I would very much appreciate your help in field testing my questionnaire before it is mailed to high school media specialists throughout the state. Please complete (keeping track of the time it takes you) the questionnaire and answer the following questions:

How long did it take you to complete the questionnaire?

_____

Do you think it is too long? NO_____ YES_____

If YES, what should be omitted?

_____

Do you think the questionnaire covered the study questions?

NO_____ YES_____

If NO which one(s)?

_____

Please list any suggestions, ideas, formats, or thoughts you may have to improve the questionnaire.

Please return this to me as soon as it is completed. Thank you.

Sincerely,

Linda Morrell,
Media Specialist
Lassiter High School

Appendix C

Cover Letter and Questionnaire

4196 Summit Way
Marietta, GA 30066
January 6, 1993

Dear Media Specialist:

Student access to information from a variety of sources has become essential in these times of budget cuts and increasing materials prices. One way to obtain this access is through interlibrary loan (ILL). The Georgia Online Database (GOLD), providing interlibrary loan and a union catalog of member holdings, is available to school media centers as well as to public and academic libraries. This is a formal interlibrary loan network with rules and requirements which member libraries must follow.

As a part of my educational specialist degree program at Georgia State University, I am surveying media specialists throughout the state to determine if conditions exist in school library media centers to make joining GOLD feasible. The information which I obtain will be useful to you in making decisions about formal and informal interlibrary loan arrangements. Your participation in this study is important to me and to the success of this project.

You may be assured of complete confidentiality. The identification number is for the purpose of checking your name off the mailing list when your response is received. Your name will never appear on the questionnaire. Your reponses will be added to those of other randomly selected high school media specialists and used only for statistical analysis.

Please return your completed questionnaire in the enclosed envelope to me by January 18, 1993. Thank you for your time and cooperation on this project.

I will be glad to provide you with a summary of the data collected from this study upon completion. Please indicate at the bottom of page 2 if you would like to receive a copy.

Sincerely,

Linda Morrell

GEORGIA ONLINE DATABASE QUESTIONNAIRE

Please place a check in the column which applies to your school library media center

Part 1 -

	YES	NO
1. Our school media center participates in a formal interlibrary loan system with a published lending policy set by the libraries involved.	_____	_____
2. Our school media center is a full member of the Online Computer Library Center (OCLC).	_____	_____
3. Our school media center is a member of the Georgia Online Database (GOLD).	_____	_____
4. Our school media center participates in an informal interlibrary loan system in which, upon request, an item or a copy of an item is furnished to another library not under the same administration or on the same campus.	_____	_____
5. I am familiar with the Georgia Online Database (GOLD). an interlibrary loan and union listing for member libraries.	_____	_____
6. I would be interested in learning more about how school library media centers can become GOLD members.	_____	_____
7. If the answer to any of the above is YES please answer the following questions.		
A. We share materials with other high school media centers.	_____	_____
B. We share materials with public libraries	_____	_____
C. We share materials with academic libraries	_____	_____
D. We share materials with other institutions	_____	_____
(If YES specify)_____		
8. Our students need periodicals which are not available in our media center.	_____	_____
9. Our students could benefit from formal interlibrary loan with several other types of libraries.	_____	_____
10. Our students have enough resources within the media center without using interlibrary loan.	_____	_____
11. Our student interlibrary loan requests can be satisfied through informal procedures such as phone calls or notes to other libraries.	_____	_____
12. Our school or district has a written technology plan.	_____	_____
13. If the answer to question 12 is YES does your school or district have a written plan which includes a commitment to resource sharing?	_____	_____

Part 2 -

1. One time start up fees for GOLD average around $160 and an average interlibrary loan over GOLD costs about $2.50. Would these costs be prohibitive for your media center?	_____	_____
2. If the answer to question 1 is NO please check the maximum amount which could be budgeted yearly for ILL.		
_____$100-200		
_____$201-300		
_____$301-400		
_____$401-500		
_____Over $500		
3. What was your approximate total media center budget for the 1991-92 school year? _____		
4. Our media center has an online public access catalog (OPAC) based on MARC records.	_____	_____
5. If the answer to question 4 is NO, do you have plans to purchase an OPAC based on MARC records within three years?	_____	_____
6. If the answer to question 5 is NO, is a lack of local funds for technology the major factor preventing the purchase of a MARC based OPAC?	_____	_____

	YES	NO
7. We have a telephone in our school library media center.	_____	_____
8. Our media center has access to a personal computer with communications software and a modem connected to a telephone line.	_____	_____
9. If the answer to question 8 is NO, do you plan to purchase a modem within three years?	_____	_____
10. Our media center has access to a telefacsimile (fax) machine.	_____	_____
11. If the answer to question 10 is NO, do you plan to purchase a fax machine within three years?	_____	_____
12. Our media center has a magazine index on CD ROM.	_____	_____
13. If the answer to question 12 is YES, does your magazine index A. have full text of some magazines on CD ROM?	_____	_____
B. have full text of some magazines on microform?	_____	_____
14. If the answer to question 12 is NO, do you plan to purchase a CD ROM magazine index within three years?	_____	_____

15. Who makes decisions about technology purchases for the media center in your school? Check as many as apply.
_____Principal
_____Superintendent
_____District Technology Coordinator
_____Media Coordinator
_____One or more media specialists
_____School/District media committee

Part 3 -

	YES	NO
1. Have you or a member of your media center staff had training or course work on personal computers?	_____	_____
2. Do you or any member of your media center staff perform online searching of databases for research?	_____	_____
3. Are you familiar with GC EDUNET?	_____	_____
4. Are you a member of GC EDUNET?	_____	_____

5. If the answer to question 4 is YES, for what do you use GC EDUNET?

_____

_____

Part 4 -

1. My school is located in a
_____Large city (Population over 100,000)
_____Suburb of a large city
_____Small to medium sized city 50 or more miles from a large city (Population 15,000-100,000)
_____Rural area (Population under 15,000)

2. My school's current enrollment is _____.

3. How many of each type of media personnel are employed in your media center?
_____Certified media specialists
_____Paraprofessionals
_____Clerks

Appendix D

Comments

Presented first are comments that concern specific questions. The number at the beginning of each comment refers to the question's number in the survey. Second are the general comments not attached to a particular question.

Question Specific Comments

Part 1:

2. School m.c. is not - county is!

3. We've applied and will begin next year

3. Prof. library is

5. Somewhat

5. Kind of

5. Heard of

5. (somewhat) - media workshop

5. somewhat

7. Would be willing to - although we never have

7. We have not been asked by these libraries but are willing to share

7. Within our system

7a. Informally and occasionally

7a. Not normally

7b. Some

7b. We borrow from them

7c. Have called black universities for materials

7d. Other media centers in our school system most often. Others rarely.

7d. Honors program at Elementary and Middle schools.

7d. Middle schools in county

7d. Fernbank Science Center Library.

7d. System schools

7d. Schools in our system

7d. Community education

7d. Business and civic community

7d. Business & industry, private schools, elementary & primary schools

7d. Middle school, elem. school

7d. Private high schools

7d. If they are OCLC members

8. Occasionally

8. Sometimes

9. Undecided

10. In some areas

10. In most cases

10. Generally

10. Poor question-in my view-Our collection is good-but we could always use

more, as you know

10. Usually have more than public library

10. Usually

10. Depending on research topic

11. Possibly

11. Sometimes

11. It has so far

11. Not totally

11. Most of the time

11. ?

12. I'm sure our county has a plan, but our school doesn't seem to be too involved. However, I am not the technology contact person.

12. ? I'm sure they do but I haven't seen it.

12. I think we're working on this now

12. Don't know

13. Not sure

13. School - No, District - ?

13. Don't know

13. Not aware of one

13. Don't know

13. No idea

13. I don't believe it is included

13. ?

13. Unknown

13. Not yet, am working on this

Part 2

1. Most of our students are not willing to wait several days for the material.

1. Prohibitive if we utilized with any regularity.

1. Decision would have to be made by higher authority

1. Possibly

1. ?

1. & 2. I do not have enough information about GOLD to answer this set of questions.

2. $25.00

2. I doubt that our use would justify even $100-200.

2. Would need additional funds

2. To begin with - more later if needed for the success of the program

2. For the few requests I make a year, this would not be cost effective

2. Maybe more after start up fee is absorbed

2. depends upon yearly budget to some extent

3. Includes expenditures from all sources

4. Working on it

4. Coming in now

5. In the future when consolidation takes place

5. Not sure

5. Possibly

5. Create?

6. No, plans are being made

7. & 8. Suppose to get one soon

8. But we will have by the end of the year

8. I have just ordered hardware and had a dedicated phone line installed - We hope to be up and running in a week

8. No modem

9. Uncertain

9. Plans are in the making

9. Purchasing this month

9. If needed

10. Principal's office

10. In principal's office local fax only

11. Uncertain

11. No fund appropriated

11. Depends on what it would do for us

11. Don't know

11. ?

12. Trial

12. Yes, on microfilm

14. Depends on what it would do for us

14. Not sure of any plans

14. We have a microfilm index to magazine articles & CD-ROM Readers Guide Abstract on CD-ROM

14. Undecided

14. Possible

14. Probably, if we don't use an online source like FirstSearch

15. Depends on the purchase

Part 3

2. (We have ERIC on CD-ROM)

2. At this time not beyond our CD-ROM resources which are networked across the school

2. Can - but do not at present

3. Somewhat

4. Suppose to be soon

4. I will join EduNET as soon as hardware arrives

5. There was a workshop on the program presented to faculty.

5. Our current phone system precludes use of modem in most instances, new phone system and modem are "in the works"

5. 2 other staff members belong, also.

Part 4

1. Our town, which our school serves has a population of 4,000. We are a city school system - very small.

General Comments

In process of being automated to be completed 93/94 year

During a state media meeting this network was discussed - it sounded real interesting until there was an after thought mention of a $700 charge for a tape verification - This aspect needs to be discussed. It effectively killed my interest in the project.

The modem is in one of the administrator's office. We do have a telephone.

I was very excited about GOLD until I learned how much each transaction would cost....